Curriculum Audit Report

Volume 1

Planning Services

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CURRICULUM AUDIT REPORT

VOLUME I

Based on Reports

Received from

the Curriculum Branch
the Language Services Branch
Special Educational Services
Early Childhood Services
The Alberta Correspondence School

Prepared by

Harvey Social Research Ltd.

Submitted to

The Director

Planning Services Branch

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EXECUTIVE SUMMARY

An audit of curricular materials and textbooks in use in schools was undertaken in late 1983 by five branches in Alberta Education: the Curriculum Branch, the Language Services Branch, Special Educational Services, Early Childhood Services and the Correspondence School.

Six Criteria for Judging Tolerance and Understanding were defined as a basis for conducting the audit. Equal Rights including age, ethnicity, disability, religion and sex were all addressed. The reviewers looked for evidence of discrimination by commission and by omission. Separate reports were filed on all documents, books, resource kits etc. examined.

All Programs of Studies, Curriculum Guides, curriculum support materials, prescribed texts, recommended texts and a sampling of supplementary resources were audited. Curricular documents were audited by two reviewers and learning resources by one reviewer with few exceptions. A re-audit of a sampling of resources was conducted including those receiving initial ratings of problematic or unacceptable.

Over 90 percent of all documents and resources audited received an acceptable rating on tolerance and understanding.

The most common form of discrimination found was an inequitable use of male pronouns and male collective nouns. There were also specific examples of sexism. The most serious omission reported was a failure to recognize people with disabilities in any representative manner. Examples of discrimination related to age or religion were essentially non-existent. A very few books with examples of racial discrimination were found. In some cases steps have already been taken to delist the books. More subtle ethnic discrimination was reported in the form of failure to include specific groups in examples or failure in second language books to show ethnic groups as they fit into Canadian life, for example.

The recommendations address current steps to be taken in terms of nurturing tolerance and understanding in curriculum documents, in learning resources and in school activities.

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INTRODUCTION

Background

On May 12th 1983, Premier Peter Lougheed, in a speech to the Legislative Assembly, directed the Minister of Education:

> *"...to have a special review undertaken forthwith of our curriculum to ascertain if there are any practical changes which could be made that would foster greater tolerance and respect for minority groups in our society".*

The Premier's directive arose from concern that a certificated teacher in a public school had been expounding views that were racially and religiously prejudiced.

Subsequently, as a part of a Ministerial statement issued on June 27, 1983, Education Minister David King announced that a curriculum review would be undertaken. "Specifically, Alberta Education will conduct an audit of the programs of studies, curriculum guides, textbooks, and other learning resources approved for use by Alberta schools in order to:

- -- determine the adequacy of the ways in which tolerance, understanding, and respect for minority groups and individuals are addressed and fostered;
- -- identify specific areas where changes are required;
- -- recommend appropriate follow-up actions to be taken."

The Minister's statement also announced a number of other measures to encourage greater tolerance and respect in Alberta schools. The Minister's Consultative Committee on Tolerance and Understanding was struck to review the activities initiated by the statement, to give advice to the Minister and to carry out relevant tasks. The Committee was chaired by Mr. Ron Ghitter and was composed of 12 representatives of education, business, human rights, ethnic groups and government. Tasks were also assigned to the Curriculum Policies Committee, the Alberta Teachers' Association, the Board of Teacher Education and Certification, the Alberta Education Department, all school boards and the universities.

The Curriculum Audit Committee

To ensure a uniform approach to the audit of programs of studies, curriculum guides, textbooks and other learning resources by the various branches involved, a steering committee was established under the chairmanship of George Bevan. Membership consisted of:

Adrien Bussiere - Language Services
Frank Crowther - Curriculum
Scotty Day - Curriculum
Irving Hastings - Planning Services
Phil Lamoureux - Language Services
Laura Mann - Curriculum
Rene Marrinier - Program Delivery
Ken McKie - Special Education
Heleen McLeod - Special Education
Marjorie McLeod - Early Childhood Services
Garry Popowich - Curriculum
Merv Thornton - Curriculum
Amelia Turnbull - Correspondence School
Consultants, Martin Adamson - Media & Technology
Gerry Ewert - Planning Services

The tasks of the committee included defining terms, scope, and criteria, devising a plan of action, and reviewing the final report.

CURRICULUM AUDIT DESIGN

Definitions

One of the first tasks of the Curriculum Audit Committee was to define the terms "tolerance" and "understanding". This was accomplished by reference to the statement of Desirable Personal Characteristics in the Alberta Program of Studies, where these terms were initially given official status. The word "tolerant" was judged to subsume the meaning associated with "understanding". Hence, only the former was retained in conducting the study although both appear regularly in the report.

Tolerance, the condition exhibited by a tolerant person, was defined as:

- being sensitive to other points of view, but able to reject extreme or unethical positions;
- free from undue bias and prejudice.

A second task was to determine the scope of the phrase "minority groups". At the suggestion of the Minister's Consultative Committee on Tolerance and Understanding, it was agreed that the curriculum review should be conducted with five categories in mind: by age, race/colour/ethnicity, religion, sex and by disability (individual differences). (These categories are referred to as Equal Rights in this report as they are in the Constitution Act of 1982.) To assist curriculum reviewers, a series of focus statements were prepared for each of the Equal Rights. These statements are presented in Appendix A.

Criteria for Judging Tolerance

From the definition of tolerance, six criteria for making judgments about tolerance were derived by the Curriculum Audit Committee. Modifications were made at the request of the Minister's Consultative Committee on Tolerance and Understanding. The set of criteria were then approved by the Deputy Minister. The criteria follow; the supplementary questions to the criteria can be found in Appendix B.

I. Where judgements of others are to be made, do the programs and supporting materials promote fair assessments, avoiding unfair or inaccurate judgements based on alleged general characteristics relating to

racial or ethnic origin, religious affiliation, age, sex or disability?

II. Do the programs and supporting materials help to nurture a positive self image in all students by taking an essentially positive approach to human similarities and differences arising from racial or ethnic origin, religious affiliation, age, sex, or disability?

III. Do the programs and supporting materials contain either implicit or explicit generalizations relating to racial or ethnic origin, religious affiliation, age, sex or disability that may tend to promote unfair inaccurate judgements of individuals or groups?

IV. Do the programs and supporting materials convey that excellence in human endeavour may be found in different ways in all human groups?

V. Do the programs and supporting materials, by omission, fail to take advantage of content or techniques that could assist the teacher in dealing positively with tolerance and understanding?

VI. Do the programs and supporting materials implicitly and explicitly convey the nature and value of critical thinking in constructing our everyday interpretations of the world and the people within it?

Validity of the Criteria

Some of the supplementary questions to the criteria are highly similar to some of the California Criteria for the Evaluation of Instructional Materials (Guidelines for Selecting Bias-Free Textbooks and Storybooks p.70-72). The scope of the California Criteria is limited to male and female roles and ethnic and cultural groups. The fact that the Alberta Supplementary questions bear similarity to the California Criteria which were developed in 1974 and were selected as exemplary by the Council on Interracial Books for Children in 1980 contributes to the content validity of the Alberta criteria.

Limitations of the Audit

1. The review of programs and resources did not include those developed or selected by private schools, those locally developed in public schools, the Junior-Senior High School Handbook, most supplementary learning resources, most teacher in-service materials developed by ACCESS, programs to be discontinued as of 1984 and unavailable out-of-print learning resources.

2. Due to limitations on available time and staff, most learning resources were audited by one person only. All resources rated problematic or unacceptable had at least two reviews.

THE AUDIT PROCESS

Introduction

Classes of documents examined included:

1. Legal - Program of Studies
2. Service - Curriculum Guides
3. Support - Teacher's Manuals, Monographs, Teaching Units, etc.
4. Instructional Materials - Textbooks and other print and non-print resources.

The Program of Studies contains, for each course or subject prescribed by the Minister, a statement of rationale and philosophy, the goals and objectives of the course, an outline of content to be covered, sometimes in the form of a scope and sequence chart, and a list of prescribed learning resources. Because the content statements listed in the Program of Studies have been approved on a subject-by-subject basis by the Minister of Education under Section 11 (2) (a) of the School Act, these statements have the force of law.

Curriculum guides are service documents prepared for use by teachers. They do not have legal status, except for sections reproduced from the Program of Studies. Guides consist of basic statements from the Program of Studies plus expanded statements of content, suggestions for instruction and pupil evaluation, time allocations and lists of recommended and supplementary learning resources.

From time to time Alberta Education publishes manuals and similar documents for the further assistance of teachers. These have no legal status.

According to the terms of reference of the review, in addition to its various publications, Alberta Education was to review "...textbooks and other learning resources approved for use in Alberta schools..." The word "approved" is used in a very general sense to mean "selected" or "identified" for listing in appropriate publications of the Department. There is no official category of resource by that name. Instead, three classes of learning resources are defined and used:

> Prescribed - those print and non-print learning resources which may be prescribed by the Minister of Education as being most important for meeting the majority of goals of a curriculum.

Recommended - those print and non-print learning resources which may be recommended by Alberta Education (Curriculum and Language Services Branches) because they make an important contribution to the attainment of one or more of the major goals of a curriculum.

Supplementary - those additional print and non-print learning resources which may be selected or produced to support a curriculum, by reinforcing or enriching the learning experience.

What the above definitions do not make clear is that school boards and their professional staffs are not compelled to use "approved" learning resources. They may, under Section 11 (2) (a) of the School Act, add to or substitute for the instructional materials "approved" by Alberta Education. Hence, Alberta Education approval does not carry with it a mandatory usage requirement. This fact is important in assessing the influence of approved textbooks and other learning resources in promoting tolerance and understanding of minority groups and individuals.

The phrase used in the School Act to describe "textbooks and other learning resources" is Instructional Materials. This is an all-inclusive term covering both print materials such as texts and non-print materials such as posters, slides, film strips and even computer courseware. Sometimes a resource may be packaged as a kit and may include both print and non-print materials. Where multi-media materials were encountered, all the parts of the kit were included in the review.

An authoritative listing of all instructional materials approved by Alberta Education for use in schools was obtained from four sources: the most recent curriculum guide in each subject, learning resource manuals, the newsletter Current Curriculum, and the School Book Branch Catalogue. It is the policy of the department to authorize several resources, where possible, for each course so that teachers and school systems may have a degree of selection autonomy. That means that students in most schools might encounter approximately one-third of the resources listed at their level of schooling. Teachers Guides in the core academic courses, particularly in grades 1-6, additionally increase the list of approved titles.

Materials Audited by the Curriculum Branch

Alberta's Program of Studies has been published in three parts: for Elementary, Junior High and Senior High grades, all

courses of which were reviewed. A total of 83 curriculum guides were reviewed: 9 elementary, 13 junior high and 61 senior high. In addition, 17 support documents and 19 social studies teaching units were reviewed.

A total of 2155 audited materials included:

prescribed resources	- 728
recommended resources	- 1351
supplementary resources	- 76

The 76 supplementary resources which were audited constitute only a small fraction of those listed. Time constraints prevented an audit from being carried out on the remainder. Forty-two books produced during the Alberta Heritage Fund Learning Resources Project were added to the audit and are included in the total of 76.

On a subject-by-subject basis total resources reviewed were:

Fine Arts	72
Health	71
Language Arts	614
Mathematics	173
Physical Education	64
Industrial Education	122
Business Education	155
Home Economics	22
Science	427
Computer Literacy	14
Social Studies	328
Social Sciences	51
Heritage Project	42
Total	2155

A table indicating audited materials according to classification, school level, subject and resource category basis is reported in Appendix E. A listing of all the items examined in each subject area can be found in the Appendix of the Curriculum Branch Audit Review, Part 2.

In addition to the large number of supplementary resources which could not be reviewed, a small number of recommended resources were omitted. Several texts and some films/filmstrips could not be located in time to have them audited. These items are listed in the Appendix of the Curriculum Branch Audit Part 2.

Materials Audited by the Language Services Branch

The Language Services Branch audit was conducted by the separate sectors in the Branch: French Language Instruction, Ukrainian Language Instruction, Second Language Programs, and English as a Second Language. The total instructional program in French may be offered in the French language in Grades 1 and 2, but an English language arts course must be offered in all subsequent years. However when instruction is offered in a language other than one of the official languages, a maximum of fifty percent of the instructional time may be in that language. Alberta Education currently plans and develops curricular documents in French and Ukrainian only to assist teachers with programs in which the language of instruction is not English.

French Language Instruction[1] --

The following programs and curriculum documents related to instruction in the French language were reviewed:

Program Documents
- Le français à l'élémentaire
- Le français au secondaire

Curriculum Documents

Guides
- Le français à l'élémentaire
- Le français au secondaire
- Musique
- Etudes sociales

Monographs
- Bilingual Education - The Alberta Experience
- Teaching In A Language Other Than English: The Immersion Approach

Other
- La littérature au primaire
- Bibliographie

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[1]Instructional program in the French language is defined as a teaching-learning process in which all subject matter, except English, is carried on in the French language. For example, mathematics beginning in Grade 1 through Grade 12 is taught in the French language using French language textbooks.

The audit of all the learning resources identified in the three Program of Studies (French editions) as well as in the curriculum guides were audited in the following manner. Those resources that are translations of the identical English edition, prescribed or recommended by the Curriculum Branch, were not audited i.e. mathematics, science, typewriting, accounting and approximately one quarter of the social studies resources. Time constraints prevented the audit of many supplementary resources. Consequently, this report reflects the findings of the audit of prescribed and recommended learning resources that are unique to French language instructional programs as follows:

French Language Arts Resources	230
Social Studies Learning Resources	213
Health Learning Resources	7
Music Learning Resources	16

Ukrainian Language Instruction [1]--

Documents audited included:

Course Outlines
- Ukrainian Language Arts - grades 1-6
  grades 7-9
  grades 10-12
- Recommendations for Teaching Difficult Objectives (appended to the Ukrainian translation of the Social Studies Curriculum grades 1-6)

Curriculum Guides
- Ukrainian Language Arts 1-6, 7-9
- Music 1-3

Teaching Units
- Ukrainian Language Arts Grades 1-10 (one unit per grade)

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[1]Instructional program in the Ukrainian language is defined as a teaching-learning process in which the teaching and learning is carried on in the Ukrainian language to a maximum of 50% of the school day for subject areas such as Ukrainian language arts, social studies and music.

Social Studies Grades 2-4
(one unit per grade)

Learning Resources

Language Arts:	2	Prescribed
	33	Recommended
	101	Supplementary (out of 194)
Ukrainian Music:	1	Recommended

This list of Learning Resources was developed by two Ukrainian Language Ad Hoc Selection Committees in 1980 and 1981. The list was approved by the Curriculum Coordinating Committee but has not been formally piloted in the schools. The recommended resources are not available in large quantities and class sets are impossible to purchase.

Second Language Programs[1]--

Second language programs have been offered in Alberta schools since the province was formed. In these instances, the second language program is a distinct subject being studied for a period of time on most school days. In Alberta, such programs are presently available for French, Ukrainian, German, Spanish and Latin. An Italian program is presently being finalized for approval. The breakdown of programs audited is presented in Table 1.

Lists of documents audited for Second Language Programs appear in Appendix G.

English as a Second Language--

In 1980, the Minister of Education initiated program development activity in English as a second language in response to requests arising from the influx of students new to the province who did not have sufficient knowledge of the English language to follow instruction in regular English language classes. See Appendix G for a list of documents audited.

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[1]Second language programs are defined as programs in which a language other than English is taught as a subject and instruction is limited to the study of that language and its literature.

Table 1
Second Language Programs Audited

Programs	Grades	Status
Primary French Guidelines	1-3	Final revision stage
Nine-Year French program	4-12	Implementation stage
Six-Year French program	7-12	Implementation stage
Three-Year French program	10-12	Implementation stage
Six-Year Ukrainian program	7-12	Implementation stage
Three-Year Ukrainian program	10-12	Implementation stage
Three-Year Spanish program	7-12	Implementation stage
Three-Year German program	10-12	Implementation stage
Junior-High German program	7-9	Development stage
Three-Year Italian program	10-12	Piloting stage
Three-Year Latin program	10-12	Revision stage

Materials Audited by Special Educational Services

Curriculum Guides have been developed for the three basic levels of mental retardation: the educable mentally disabled, the trainable mentally disabled, and the dependent disabled. These curriculum guides cover from the preschool to school leaving age and are designed to be overlapping so that all mentally disabled pupils would fit into the continuation of ability level, from the pupil who is barely aware of other human beings to the mildly mentally disabled person who manifests problems only in some academic areas.

Also emanating from the special education program of studies are programs for the sensory disabled: the visually impaired and the hearing impaired. Because their problems are not in handling the intellectual challenges of school, but are rather rooted in the problems of gaining information accurately, the curricula and the curriculum guides stress the regular programs as the basis for their education with the special education guides helping to explain and fill in the particular interferences in their development - intellectual, physical, emotional - resulting from the loss of hearing or vision.

The special education curriculum documents that were audited include:

Special Education Program of Studies
Dependent Handicapped Guide
Trainable Mentally Handicapped Guide
Educable Mentally Handicapped Guide
Visually Impaired Guide
Hearing Impaired Guide
Special Education Handbook
What Now? Practical Suggestions for the Parents of Hearing Impaired Children

A total of 381 special education learning resources were audited including all prescribed and recommended resources and a random sample of supplementary resources. The total number of audits was estimated to be 10 percent of all possible resources across the three categories. Learning resources from regular programs were not included in the review. Resources listed in the extension to the Special Education Handbook -- The Physically/Medically Handicapped Students in the Regular Classroom were not reviewed except when they were duplicated under one of the five approved special education curriculum areas.

Materials Audited by Early Childhood Services

All curricula for Early Childhood Services (ECS) programs are locally determined by each ECS operator in consultation with parents. There is no provincially-developed or prescribed curriculum. There are, however, five major documents which provide direction and/or guidelines for local program development. Since these documents, it is believed, greatly affect what happens in most ECS programs, they have been defined as "curricular documents" for the purposes of the curriculum audit. They include:

Philosophy, Goals and Program Dimensions (1983)
Guidelines for ECS Language Programs
ECS Physical Resources Guide
How to Evaluate Your ECS Program
Self-Evaluation: A Handbook for Early Childhood Services Staff

The review of learning resources included four recommended

print resources, two recommended video-tape series (Dimensions of Child Development and Children with Special Needs) and the supplementary video series, Harriet's Magic Hats.

Materials Audited by the Alberta Correspondence School

All lesson materials produced by the Alberta Correspondence School in the Elementary, Junior High School and Senior High School Departments were audited. This included 24 courses at the elementary level, 42 courses at the junior high level and 109 courses at the senior high level. The majority of texts used with correspondence courses are prescribed texts and, as such, were reviewed by the Curriculum Branch.

Procedures Used to Conduct the Audit

An orientation workshop of one-day duration was held to acquaint most of the reviewers with the details of the audit, and to train them for the task. Further in-service was provided by each branch as its work proceeded.

A common reporting form (Appendix E) was developed which included three rating categories:

1. Acceptable - meets all or almost all criteria at an acceptable level. Faults are few or minor;

2. Problematic - meets most of the criteria of adequacy but suffers from one or more significant faults. Requires revision or instructions for teachers;

3. Unacceptable - has major faults too serious to warrant further use in its present form. Requires extensive rewriting or replacement.

Following completion of the review of Programs of Study and Curricular Support Documents and again following the review of Learning Resources each branch or unit prepared a consolidation report. A final, comprehensive summary of the individual reports was then prepared by Harvey Social Research Ltd.

The procedure followed in reporting results for the review of Programs of Study and Support Documents was to report by exception, using the six criteria for judging adequacy and applying these across the five Equal Rights categories. Inevitably, in this process of aggregation from the level of a

single course to the level of the entire Program of Studies, generalizations were required. To provide an opportunity to verify the report's conclusions, the original evaluation forms were retained and will be made available upon request.

In most cases, program of studies statements and curriculum guides were rated by at least two auditors. Auditors were either experienced teachers, supervisory personnel, regional office consultants, learning resource officers or associate directors of curriculum. Most auditors were members of curriculum committees. In some cases, the auditors worked as a team and in other cases they worked independently. In the event the final ratings made by independent judges differed, the document was submitted to a third evaluator for arbitration.

The procedures used to conduct the audit of learning resources varied across branches and units. Because the review of learning resources composed the major part of the audit, the procedures used will be reported in some detail.

In the Curriculum Branch one judge rated each resource in all subjects except in health and physical education where there were two raters. All resources rated "unacceptable" or "problematic" were re-audited and a third judge sought if necessary. In addition, a random 12 percent of all resources except for social science and social studies were subjected to a second audit and a third judge sought where necessary. The learning resources were audited for discrimination against any of the Equal Rights; they were not examined according to the Criteria for Judging Tolerance *per se* in all cases.

For the French Language Instruction Program the review of the learning resources was conducted primarily by the following five *ad hoc* committees:

- Elementary Learning Resources Ad Hoc Committee (French)
- Secondary Learning Resources Ad Hoc Committee (French)
- Elementary Social Studies Ad Hoc Committee (French)
- Secondary Social Studies Ad Hoc Committee (French)
- Elementary Music Ad Hoc Committee (French)

These five committees represented a total of thirty-two teachers. In addition fifteen other persons were invited to assist the Branch to carry out this activity. These persons were mainly part-time or retired teachers. However, three among them were from the business world. They, along with the various committee members, received training and information related to the proper understanding of the six major criteria and the procedure for reporting the findings. The members of the French Language Education Coordinating Committee were also provided with a brief

training session. Each member of the coordinating committee was asked to review two French language arts resources. This limited involvement provided them with a better understanding of the work being undertaken by the ad hoc committees. Such an understanding was deemed important since they are directly involved in recommending to the Minister the prescription of learning materials.

Those resources found to be problematic or unacceptable by a first reviewer were submitted to another evaluator for a second opinion. In addition, all the literary selections at the secondary level (novels, short stories, plays) were reviewed independently by at least two persons. The audit results were reported for each of the Equal Rights as they applied to each criterion.

At its February 1984 meeting, the French Language Coordinating Committee reviewed the reports of all the French language arts, music and health learning resources judged to be problematic or unacceptable. The social studies learning resources similarly classified were reviewed by the two social ad hoc committees in early March. The actions adopted by these two ad hoc committees will be reviewed by the French Language Education Coordinating Committee at its next meeting. All these meetings have resulted in definite courses of action being adopted for specific selections.

For the Ukrainian Language Instruction Program, the review of learning resources was conducted by six auditors, five of whom were teachers and one, a second language consultant. The auditors met for two training sessions before beginning the formal audit of resources. Resources rated problematic or unacceptable on the first review were audited a second time. The results of the audit were reported for each of the six criteria with reference to the Equal Rights.

The audit of learning resources for Second Language Programs was conducted by teachers and consultants of second languages who have participated in some way in the development of curriculum. Two-day training workshops were held.

Part of the training period was used to evaluate materials, discuss problems and validate results with other members of the team.

The French as a Second Language resources were examined individually or by a group of teachers. Where the results were not satisfactory, a second teacher was asked to review the resource.

There were three Ukrainian auditors, one Spanish, one Latin, one Italian and one German auditor.

Second Language resources audits were reported according to the six criteria with reference to the Equal Rights.

The English as a Second Language resources were audited by nine persons who attended two half-day training sessions. Three auditors performed 90 percent of the 204 audits. Three consistency check sessions were held on a regular basis to ensure reliability. During these meetings the auditors reviewed a total of 22 resources whereby each resource was audited twice. Auditors also read each others reports and questioned unsubstantiated conclusions and recommendations. The audit was conducted according to the six major criteria.

In Special Educational Services, the audit of resources was conducted by seven consultants in special and early childhood education, the Supervisor of Special Education and a special assistant. The work was conducted in an essentially independent manner between the Edmonton and Calgary offices. Auditors worked in pairs or individually. They reported considerable difficulties in locating resources. The results were reported first by criteria and second by Equal Rights considerations.

In Early Childhood Services, the audit of resources was conducted by an external reviewer with training as a social worker and with experience as a Parent Resource consultant for Alberta Education. Materials rated by the external reviewer as problematic or unacceptable were subsequently reviewed by the Associate Director of Program Development, Early Childhood Services. In addition a random sample of 27 percent of the titles rated acceptable also underwent a second review. The audit results were reported according to the six criteria.

The Alberta Correspondence school audit was conducted by staff members responsible for the teaching of their respective subjects. Each course was audited once by the teacher and in areas that were suspect, the matter was discussed with another staff member of the immediate supervisor. Results of the audit were reported with some reference to the Equal Rights and the concepts behind the criteria.

Validity of the Audit

An assumption of face validity was made in establishing procedures for conducting the audit. The view was taken in all branches that specialists in the related curriculum areas including department staff, consultants and teachers had the professional expertise required to conduct the audit.

In the Language Services Branch, all auditing was done by individuals whose first language was in the subject of the

materials under audit.

A specific concern about validity was raised in the Curriculum Branch report. The tendency was noted of some raters to introduce additional criteria and thus to broaden their terms of reference. Unfortunately, a significant but not a majority of resources which were rated as "problematic" or "unacceptable" were placed in those categories for such reasons. For example, several texts were condemned primarily or solely because their information was out of date. Obsolescence is a legitimate excuse for criticism in this review only where it is linked directly with outdated attitudes toward the groups under study.

A few auditors extended the five minority groups by reporting bias that they had found for and against certain nations (the U.S.S.R., U.S.A.), political/economic systems and institutions (management-labour). While these may be sound curricular reasons for removing or excluding certain materials, they are not a sufficient basis for classifying materials in this audit as other than "acceptable".

In addition, a number of resources failed to receive an "acceptable" rating because of technical aspects such as poor sound track or because they contained too much advertising of a sponsor's products. Again, these faults are not the subject of this investigation and their presence should not disqualify the materials in question.

Reliability of the Audit

Some attempts to establish reliability were reported by all branches. All auditors attended inservice training sessions prior to carrying out their tasks; standardized procedures, to the extent possible, and a rating form were adopted; most curriculum documents and support materials were audited by two independent auditors; all resources first judged to be "problematic" or "unacceptable" were audited by a second reviewer. A random sample of resources was re-audited by the Curriculum Branch (12%), English as a Second Language (11%) and Early Childhood Services (27%). English as a Second Language auditors met for three consistency check sessions during the audit period. Health and Physical Education resources and French Language Arts literature books at the junior and senior high levels were all audited initially by two independent auditors.

The establishment of inter-rater reliability was limited by the fact that the majority of second-time reviewers knew the original audit results on the documents, texts or resources they were being asked to judge. Such knowledge would make it

impossible for the second ratings to be totally independent from the first ratings, a basic requirement in establishing inter-rater reliability.

The traditional use of male pronouns was considered appropriate by some raters but not others as a reason for the rating given.

Table 2 summarizes the results of the random re-audit procedures by the Curriculum Branch. Of the 2016 "acceptable" resources, 233 or almost 12% were subjected to a second audit. The first rating was confirmed in all but one of these cases. None of the 338 social science and social studies "acceptable" resources were re-audited, however.

The re-audits for resources rated as "problematic" or "unacceptable" resulted in changes in significant numbers of first audit judgements for the Curriculum Branch, as is demonstrated in Table 3.

Fifty-five of the 139 "unacceptable" or "problematic" resources from the first audit had their ratings confirmed during re-validation. A further sixteen resources had their classifications verified during the second audit but were nevertheless subsequently rated as "acceptable". These resources had not received an "acceptable" rating in either the first or second audit but for the wrong reasons. Their fault was not that they had violated tolerance and understanding criteria but that they were out-of-date or unsound choices or biased in ways outside the scope of this review, e.g. towards capitalism or Americans.

The Curriculum Branch reported that the re-audit process is unfinished since a substantial number of language arts and fine arts materials have yet to receive arbitration. Sixty-four resources rated as "unacceptable" or "problematic" on the first audit, were judged to be "acceptable" on the second.

All second-time reviews of documents in Early Childhood Services corroborated the initial reviews.

A basic problem arose in terms of reliability of the audit process in that the criteria were not totally discrete. The supplementary questions, particularly those to the criteria, were enlightening to the task at hand. However the questions overlapped from one criterion to another. The questions also, if followed precisely, imposed a narrow interpretation on some of the criteria. As a result some reviewers attributed a shortcoming to one criterion and others, the same shortcoming to a different criterion.

Table 2
Reliability of "Acceptable" Ratings
as Determined by Random Re-Auditing
(Curriculum Branch)

Subject Area	Number of Learning Resources			
	Rated Acceptable First Audit	Subjected to Re-Audit	Rating Confirmed Second Audit	Rated Problematic Second Audit
Health	65	65*	65	0
Fine Arts	30			
Language Arts	584	29	28	1**
Mathematics	173	21	21	0
Physical Education	48	48*	48	0
Industrial Education	119	22	22	0
Home Economics	21	2	2	0
Business Education	155	13	13	0
Science	427	31	31	0
Computer Literacy	14	2	2	0
Social Studies	294	0***		
Social Sciences	44	0***		
Heritage Project	42	0[x]		
TOTALS	2016	233	232	1

* All learning resources in health and physical education were audited by two independent judges in the first place.

** The second audit rating has not been confirmed at the time of writing.

*** Through an error in communications, none of the social studies or social science resources rated as "acceptable" was submitted for re-audit.

[x] Heritage Project audit results are not available at the time of writing.

Table 3

Results of Re-Audit Procedures for
"Problematic" and "Unacceptable" Learning Resources
Curriculum Branch

Subject Area	Number of Resources			
	Judged "Problematic" or "Unacceptable" First Audit	Confirmed During Re-Audit	Changed to "Acceptable" in Re-Audit*	Further Validation Required - Discrepancy Noted
Health	6	4	2	
Fine Arts / Language Arts	72**	4		64***
Physical Education	16	16		
Home Economics	1	1		
Industrial Education	3	3		
Social Studies	34	22	12	
Social Sciences	7	5	2	
TOTALS	139	55	16	64

* The ratings of all 16 resources in this category were confirmed on the second audit, but for the wrong reasons. These resources have been rated "acceptable" for the purposes of this review.

** Four resources have not been revalidated.

***This group of resources requires a third audit to arbitrate the discrepancy between the first two audits.

RESULTS OF THE AUDIT OF CURRICULUM DOCUMENTS AND SUPPORT MATERIALS

Reports on the review of curriculum documents and support materials were prepared by the Curriculum Branch, the Language Services Branch, Special Educational Services and Early Childhood Services. In this chapter, the reports appear in a condensed version and are assembled according to each of the six Criteria for Tolerance and Understanding.

Criterion One

> WHERE JUDGEMENTS OF OTHERS ARE TO BE MADE, DO THE PROGRAMS AND SUPPORTING MATERIALS PROMOTE FAIR ASSESSMENTS, AVOIDING UNFAIR OR INACCURATE JUDGEMENTS BASED ON ALLEGED GENERAL CHARACTERISTICS RELATING TO RACIAL OR ETHNIC ORIGIN, RELIGIOUS AFFILIATION, AGE, SEX, OR DISABILITY?

This criterion is separated from criteria two and three by the introductory qualifier, "Where judgements of others are to be made."

Applicable courses include language arts, social studies/social sciences, law, marketing, Le français à l'élémentaire and Le français au secondaire (French language arts), Ukrainian Language Arts and Social Studies, French as a Second Language, Ukrainian as a Second Language, German as a Second Language, Italian as a Second Language, and Spanish as a Second Language. The five Early Childhood Services curriculum documents under review were also applicable.

Selected reviewers' comments in these subjects were as follows:

Language Arts -- In senior high language arts the judgement of characters in literature requires that evaluations be made but it is expected that teachers will guide students toward evaluations which are fair. The Annotated List of Novels for senior high language arts does identify for teachers situations in the novels which contain notable intolerance and suggests ways of dealing with it.

Social Sciences -- Three of the curriculum guides used wording or concepts that might lead to unfair judgements (reference to "man" rather than "human kind" in Sociology, "western view" in Philosophy, and "western thinking and beliefs" in

Religious Studies). Editing and/or instructions to teachers were recommended.

In most guides, specific instructions or goals direct how judgements about others and events are to be made. In Psychology, students are asked to use accurate information as a basis for their judgements. In History, greater specificity is provided to students to lessen cultural bias. Students are asked to detect ethnocentrism...and to be aware of stereotyping.

Social Studies -- The curriculum explicity and continually directs teachers, and thereby students, to reflect upon their judgements and decisions in regard to values associated with human dignity and justice. The process of social inquiry, which provides the basis for inquiry into all topics at all grade levels, encourages objective analysis of a full range of alternatives on an issue before decision-making is undertaken.

In the 19 Social Studies Teaching Units a few instances were found where the material might lead to unfair judgements. One reviewer noted unbalanced treatment of sex roles in the Grade 2 Unit, "What Rules Should We Have in Our Community?" One reviewer questioned whether the case study treatment of the Blood tribe in the Grade 2 Unit, "Should Some Services be Provided in All Communities?" might mislead young children to confuse past history with present realities. The Blood tribe is currently developing material about their community for use in grade 3.

The Grade 9 Unit, "Should Governments Restrict Personal Freedoms in the Interest of the State?" was judged to have the potential to be problematic because individual freedom does not receive enough emphasis when compared to government control (interest of the state, e.g. U.S.S.R.). The glorification of the achievements of the state (U.S.S.R.) is not counter-balanced with human costs (i.e. loss of life due to starvation/famine) replacing the church for the state. The unit does acknowledge bias and stereotyping in notes to the teacher. Unit revision was recommended.

The Grade 7 Unit, "Through Whose Eyes Should We View the Aborigine?" was considered an exemplary effort to promote tolerance and understanding of a non-industrialized culture. It was recommended as a model for development of materials concerning minority groups.

Law -- Decisions involving assessments of others are based on the study of the rule of law and especially the Human Rights provisions to ensure no unfair or inaccurate judgements are made.

Marketing -- The interim Curriculum Guide was judged problematic in that it failed to give sufficient direction to the teacher on the subject of marketing strategies for a cross-section of ages, racial groups and both sexes.

French Language Arts -- There were no areas of concern in the Program of Studies.

Ukrainian Language Arts -- The goals in the Program of Studies explicitly state that acquisition of a minority language and culture will help the students develop empathy and respect for all languages and cultures. The concept is especially well addressed in the most recently developed program (Ukrainian Language Arts, grades 10-12).

Ukrainian Social Studies -- The grade 3 social studies teaching unit, "Settlers of the Western Provinces," focuses almost entirely on the experiences of Ukrainian pioneers, to the exclusion of others. (This narrow focus is) not so much a matter of choice on the part of the developer as of necessity... Materials available for teaching social studies in Ukrainian are very limited in both quantity and range of topic.

French as a Second Language -- There were no areas of concern, except for the publication, French Canadian Culture (1979) which protrays women in a very limited role.

German as a Second Language -- The new program (1984) stresses multiculturalism and the role of the German language and culture within it. There were no areas of concern in the new program. The 1974 Junior and Senior High program contains little or no explicit reference to the articulation of linguistic goals in terms of developing dispositions of tolerance and understanding towards various cultural groups.

Italian as a Second Language -- The Pilot Curriculum Guide emphasizes certain groups at the expense of others. The masculine gender predominates including professions as they

masculine gender predominates including professions as they apply to men. The middle class alone is protrayed. Geographic references are exclusively Northern Italy and urban centers.

Spanish as a Second Language -- There were no areas of concern.

Early Childhood Services Curriculum documents - There were no areas of concern.

In conclusion, Criterion One applied to a limited number of curriculum guides and curriculum support documents. Where it did apply, there were some subject areas where no problems were found and some subject areas where specific problems were found. The problems were mainly localized within small specific segments of the curriculum.

Criteria Two and Three

DO THE PROGRAMS AND SUPPORTING MATERIALS HELP TO NURTURE A POSITIVE SELF IMAGE IN ALL STUDENTS BY TAKING AN ESSENTIALLY POSITIVE APPROACH TO HUMAN SIMILARITIES AND DIFFERENCES ARISING FROM RACIAL OR ETHNIC ORIGIN, RELIGIOUS AFFILIATION, AGE, SEX OR DISABILITY?

DO THE PROGRAMS AND SUPPORTING MATERIALS CONTAIN EITHER IMPLICIT OR EXPLICIT GENERALIZATIONS RELATING TO RACIAL OR ETHNIC ORIGIN, RELIGIOUS AFFILIATION, AGE, SEX OR DISABILITY THAT MAY TEND TO PROMOTE UNFAIR OR INACCURATE JUDGEMENTS OF INDIVIDUALS OR GROUPS?

Criteria Two and Three contained a certain degree of overlap. A failure to meet Criterion Two could be an "implicit generalization" in Criterion Three. Because different reviewers cited similar examples as cases for either criterion, the consultant opted to combine the reporting on the two criteria.

The criteria applied to all curricula and curriculum support documents. Since most of the reports consisted of pointing out how the curriculum in question contributed to the positive self image of all students, only the proportionately few negative cases will be cited here.

Language Arts -- In some of the Programs of Study, male pronouns

emphasize attention to the individual student.

Some curriculum guides contain pictures of students and teachers which are not representative of various races.

Social Sciences -- Five of the nine curricula were judged problematic due to "sexist" language (some or all of the following: Geography, Political Science, Philosophy, Economics and Religious Studies) or discriminations against individuals or groups through simplistic classifications (Political Science) or overgeneralizations (Religious Studies).

Social Studies Teaching Units -- The Grade 2 Unit, "What Rules Should We Have In Our Community?" omits some types of communities (e.g. Senior Citizens' Homes); minority cultures; religion.

The Grade 5 Unit, "Should Canada's Regions Share Their Natural Resources?" was criticized for male dominance, lacking reference to the role of disabled people, recognizing traditional European settlers only, and making oversimplified references to Native People.

The Grade 8 Unit, "How Should We Relate to Our Legal System?" was rated as problematic due to the omission of minorities from the Unit. (While "juveniles and the law" is well handled, ethnic, religious, female and disabled groups are not mentioned.)

The Grade 9 Unit, "Industrialization," overused the reference to "man," and needed to provide strategies for reducing stereotyping about sex.

The Grade 9 Unit, "Has Technological Change in Canadian Industry Been a Boon or a Disaster?" included racial references that were recommended deleted from a quiz.

The Grade 10 Unit, "Should Canadians Discourage Quebec Independence?" raised a concern over the treatment of Louis Riel. It was recommended that two questions be reworded.

The support document, "Teacher-Student Activities in Economics" was cited for use of sexist nouns and pronouns.

Mathematics -- The Mathematics 15-25 Curriculum Guide was cited for graphic illustrations of men and women in sex stereotypical roles. It was recommended that future editing should use gender-neutral terminology and should depict a greater cross-section of minority groups in illustrations.

Science -- Male-oriented language was identified in some cases.

It was recommended that the Guidelines for the Handling of Sensitive Issues in the 1983 Interim Biology Guide be expanded to include issues that affect minorities beyond their religious beliefs about the origins of the universe. The Guidelines should then be included in all other sciences guides.

Physical Education -- Methods of adapting activities for disabled students are not included for any of the grade levels. The Junior and Senior High Curriculum Guide uses sexist language and shows pictures of girls engaging only in dance and gymnastics. The major portion of the guide appears to be developed for male students. Dance is included in Junior and Senior High as a core activity although some parents object on religious grounds. (The Secondary Physical Education Program is being redeveloped.)

Practical Arts -- The Driver Education Curriculum Guide contains a statement derogatory to people who are disabled. Covers of many of the Curriculum Guides show either men alone or men and women in traditional roles. Minority groups are not represented in the Integrated Practical Activities Manual (not to be reprinted).

Latin as a Second Language -- References to cultures and culture groups are exclusively anglophone. The program is under revision.

Ukrainian Language Instruction -- The teaching units do not sufficiently guide teachers in dealing with special needs of children who are disabled and of children who come from non-typical families.

Spanish as a Second Language -- Occasionally the listing and use of masculine gender vocabulary predominates.

Early Childhood Services Documents -- There is some traditional use of masculine pronouns in three documents.

Special Education -- Two concerns were reported: labelling (e.g. blind child rather than child who is blind) and the use of masculine to refer to both males and females.

In conclusion, the most common form of discrimination

reported was that of sexist language. Lack of representation of cultural groups and of the disabled were also identified as limiting factors to the nurturing of a positive self image in all students. References to age and religious affiliation as a basis for possible discrimination were rare.

The most blatant examples of discrimination were in guides that are already under review. Editing at the first reprinting opportunity was recommended in the cases considered less serious.

Criterion 4

DO THE PROGRAMS AND SUPPORTING MATERIALS CONVEY THAT EXCELLENCE IN HUMAN ENDEAVOUR MAY BE FOUND IN DIFFERENT WAYS IN ALL HUMAN GROUPS?

This criterion was not seen by the reviewers as universally applicable to all subject areas. Some positive examples were cited. Some reviewers indicated that the addition of varied examples of excellence in human endeavours would enhance their curricula.

Language Arts -- In senior high language arts, a wide range of literature is listed and expected to be taught. This literature provides many examples of the endeavours of men and women, young and old, as well as representatives of various races and religions and the disabled. In many cases the excellence of these endeavours is treated explicitly as well as implicitly.

Art and Music -- Three curriculum guides deal explicitly with the idea of excellence in various human groups. The senior high art guide puts emphasis on historical perspectives in art from many nationalities, for example, Greco-Roman, Oceanic, African, Aztec, Egyptian and Canadian. The elementary art guide emphasizes excellence but does not cite specific human groups. The secondary music guide includes an objective, "increasing student awareness of and sensitivity to music of his own and other cultures past and present."

Social Sciences -- In several of the curricula, it is indicated that "Excellence can be found in all cultures."

Social Studies -- The elective time unit for grade 4 to 6 Social Studies, "Should Individual Differences Influence the Way People Treat Each Other?" was developed in Calgary by the

Society for the Prevention and Elimination of Discrimination and Stereotyping (S.P.E.D.S.) The SPEDS material is one example of how it is possible to ensure that students recognize that excellence can be found in all groups.

English as a Second Language (ESL) -- The content of curriculum documents acknowledges that ESL students have a wealth of knowledge about their own countries to share with other students. The self-worth of the individual and pride in country of origin are emphasized in all types of classroom situations. It is stressed that students from other countries bring first-hand and real experiences to the multi-ethnic Alberta classroom.

French Language Instruction -- The elementary curriculum guide attempts to demonstrate that excellence may be found in various human groups.

Mathematics and Science -- Recommendations were made to highlight the contributions of men and women and representative minorities in the curriculum documents as several resources now do.

Language Services -- Reviews for the most part pointed out how specific courses conveyed the excellence in human endeavour in the culture for which the language was being taught. Examples of excellence attributed to the disabled or people of various ages, for example, were not mentioned.

Special Education -- Excellence in human endeavour is affirmed in four of the Special Education curriculum documents (the Trainable Mentally Handicapped Guide, the Hearing Impaired Guide, the Special Education Handbook and What Now? Practical Suggestions for the Parents of Hearing Impaired Children) within the context of the disabled. Reference to ethnic groups, age or gender are not raised regarding the hearing or visually impaired documents.

In conclusion, relatively few cases were cited of curriculum materials that convey that excellence in human endeavour may be found in different ways in all human groups. However this criterion overlaps Criterion Two (three of the four guide questions were a rewording of the guide questions for Criterion Two) and most of the citations made by reviewers for Criterion Two were of positive examples of the curriculum helping to

nurture a positive self image in all students.

Criterion Five

DO THE PROGRAMS AND SUPPORTING MATERIALS, BY OMISSION, FAIL TO TAKE ADVANTAGE OF CONTENT OR TECHNIQUES THAT COULD ASSIST THE TEACHER IN DEALING POSITIVELY WITH TOLERANCE AND UNDERSTANDING?

As the Director of the Curriculum Branch pointed out in his report, the current statement of Goals of Education for the Province of Alberta does not include explicit reference to fostering tolerance and understanding. It should therefore come as little surprise that the majority of curriculum documents reviewed did not specifically address the fostering of tolerance and understanding.

The following comments relating Criterion Five to specific subject areas include some examples where curriculum materials do assist the teacher in dealing positively with tolerance and understanding and some examples of obvious omissions. Many cases of omission have been cited in the discussion of the first four criteria. Only new points will be raised in the discussion of Criterion Five.

Language Arts -- The three Programs of Studies assist teachers in promoting tolerance and understanding through the program objectives, i.e. developing understanding and applying knowledge in areas of language such as: language variation according to audience, purpose, situation, culture and society; immediate language variation in sensitive response to audience reaction; language as a dynamic system which records, reflects and affects culture; role of language in increasing understanding of self and others. Content in the junior high language arts also contains numerous instances where tolerance and understanding of individuals and minority groups are fostered.

For the purpose of nurturing tolerance and understanding, the curriculum guides should be judged as inadequate in most cases. It should also be pointed out that such a purpose was not contemplated at the time the guides were being developed.

Social Studies -- A majority of the materials in the grade 4 to 6 teaching units contained activities which greatly assist teachers and students to deal positively with tolerance and

understanding. In each document several activities exist to ensure that all students will develop these competencies.

The grade 12 teaching unit, "Should We Encourage the Development of World Government?" presents the Final Solution, Nazi crimes and the question of guilt. Most of the senior high teaching unit documents contain information that presents students with alternative values and positions. In addition, students are encouraged to examine issues using the inquiry process which supports using multiple viewpoints to avoid indoctrination and stereotyping.

Science--A Controversial Issues Statement is contained in the science guides, as well as being a statement onto itself. It provides department guidelines for respecting views of others. It does not however give particular strategies.

Ukrainian Language Instruction -- Although the Program of Studies goals and objectives of the language arts programs and the activities suggested in the "Recommendations" do encourage the development of tolerance and understanding, there is no teacher guidance in dealing with the sensitive issue of fostering one specific minority culture in such a way as not to affect negatively the students' attitudes toward the majority culture or other minority cultures and individuals. There are no guidelines as to how Ukrainian culture itself should be handled or what sensitivity should be shown to variations within the Ukrainian group in Canada.

The curriculum guides and teaching units could be more sensitive to the needs of Ukrainian children of various backgrounds (recency of immigration, religion) and of non-Ukrainian children in the program.

French Language Instruction -- Very little information is given in the curriculum guides regarding the cultural content and how it could be integrated within the total school program.

Ukrainian as a Second Language -- The curriculum guides and teaching units are socio-centric in that only the middle-class lifestyle is represented. The focus is primarily on youth to the exclusion of the elderly. Rural references are omitted.

Special Education -- No mention is made of English as a Second Language students in reference to the need for thorough

assessments in the Trainable Mentally Handicapped Guide.

The Hearing Impaired Guide deals only with the curricular features that impinge on the hearing impaired -- it does not attempt to address other issues.

Early Childhood Services -- There are many instances in these documents which give suggestions to teachers or encourage them to show respect and appreciation for the contribution of different ethnic groups. The self-evaluation guide assists teachers to examine their own attitudes and biases. Program objectives are to be evaluated in terms of unique needs of children, parents, staff and communities.

In conclusion, the cases that could be cited where curriculum documents take advantage of content to assist the teacher to deal positively with tolerance and understanding were relatively few.

Criterion Six

DO THE PROGRAMS AND SUPPORTING MATERIALS IMPLICITLY AND EXPLICITLY CONVEY THE NATURE AND VALUE OF CRITICAL THINKING IN CONSTRUCTING OUR EVERYDAY INTERPRETATIONS OF THE WORLD AND THE PEOPLE WITHIN IT?

This criterion has particular relevance to Language Arts, Social Sciences and Social Studies courses where the groundwork for examining stereotypes is given thorough attention in the curriculum.

It is granted that critical thinking skills are given wide recognition across subjects in the Alberta curriculum. However, critical thinking skills in mathematics, science and practical arts, for example, are not directly applied to the assessment of historical forces, propaganda or prejudice.

Language Arts -- A major emphasis in the senior high language arts program is on the development of critical thinking skills which include ability to deal with persuasive and propaganda techniques and faulty reasoning. The critical thinking in these programs tends to be in general rather than in dimensions specific to age, sex, religion or disability.

Social Studies -- The curriculum is characterized by its dual emphases on critical thinking and sensitivity to community

values. The "process of social inquiry" is a generalized approach to the critical analysis of social issues. The emphases on "competing values," "tests of moral reasoning," "decision making" and "reflection before action" illustrate ways through which critical thinking is fostered at all grade levels.

Social Sciences -- The promotion of critical thinking was reported in Anthropology, Sociology, Psychology and Religious Studies.

Ukrainian Language Instruction -- Students are encouraged to hypothesize, to interpret, and to evaluate their own view and those of others. They are encouraged to examine their own experiences and relate them to the experiences of others.

In conclusion, the criterion is met to a substantial degree in the subjects where its applicability is greatest.

Problematic Courses

A problematic rating is given when a document meets most of the criteria of adequacy but suffers from one or more significant faults. It then requires revision or instructions for teachers.

Religious Studies was criticized for its restriction of "great" religions to those practices in the developed countries. A tendency for oversimplification and overgeneralization with respect to particular beliefs was noted. The guide fails to exploit numerous opportunities with respect to the treatment of the sexes, the aged and the disabled.

Political Science was also judged to be narrow in its outlook. There is a pronounced bias toward representative democracy and little evidence of the acknowledgement of the existence of non-Western political thought. Again there are no references to various age groups, to the sexes or to the disabled.

Marketing 10-20-30 received a "problematic" rating because these courses concentrate their attention on a standard consumer group. Marketing strategies which could be utilized with various minority groups have been neglected. Marketing 10 is currently under revision.

The Visually Impaired Guide was considered problematic on the basis of labelling, on the basis of using he, his, and him in a collective sense, and on the basis of two or three minor inaccuracies in information. The first two items are common to all the special education curriculum documents. Otherwise, the "Visually Impaired Guide" meets the criteria as perceived by the reviewers.

The Early Childhood Services Physical Resurces Guide received a rating of "problematic" for two reasons. One was the use of sexist language, i.e. exclusive use of masculine pronouns to refer to children; the other was the implication that no learning occurs after secondary school. In other ways, however, this publication is very acceptable since it displays throughout an appreciation and respect for developmental differences in children.

Social Studies Teaching Units. Unit 2C (Should Some services Be Provided In All Communities?) was criticized because the historical case study of an Indian tribe could reinforce stereotypes. A second case study invited children to make a negative comparison between their homes and those of the culture being studied.

Unit 5B (Should Canada's Regions Share Their Natural Resources?) was faulted for male gender predominance, absence of references to the disabled, limited cultural representations of settlers and oversimplified references to Native people.

Unit 8B (How Should We Relate to Our Legal System?) was rated as problematic because minorities were almost totally omitted from the unit. While "juveniles and the law" is well handled, ethnic, religious, female and disabled groups are not mentioned.

Unit 9B (Should Governments Restrict Personal Freedoms in the Interest of the State?) was judged to have "the potential to be problematic because individual freedom does not receive enough emphasis when compared to government control."

Unacceptable Courses

An unacceptable rating is given when a document has major faults too serious to warrant further use in its present form. It then requires extensive rewriting or replacement.

Philosophy. The goals of this subject are quite consistent

with the promotion of tolerance and understanding. However, because of its strong orientation to classical Western philosophical thinking, other major philosophies are effectively excluded. Two other significant defects were reported: the repeated references to "man" without ascribing equal status to women; and the omission of religion as an aspect of philosophy.

Secondary Physical Education. The serious deficiencies noted in this document include a generally patronizing approach to females and athletic activities, and the total dedication of the program to "normal" children.

Summary

All Programs of Studies, Curriculum Guides, Teacher's Manuals, Monographs, Teaching Units, and other support documents were reviewed according to the Criteria for Judging Tolerance. Each document was given an acceptable, problematic, or unacceptable rating as a result of the review. Most documents received an acceptable rating although some shortcomings related to the tolerance criteria were identified.

The first criterion (Where judgements of others are to be made, do the programs and supporting materials promote fair assessments...) applied to Language Services courses, language arts, social studies, social sciences, law and marketing and the Early Childhood Services documents. Of these, 2 out of 19 Social Studies Units and the Marketing course were judged problematic and none were judged unacceptable.

The second and third criteria (Do the programs and supporting materials help to nurture a positive self image...? and Do the programs and supporting materials contain either implicit or explicit generalizations...that may tend to promote unfair or inaccurate judgements of individuals or groups?) applied to all curricula and support documents. The Religious Studies and Political Science courses and two Social Studies units were judged problematic based on these criteria. The Philosophy and Secondary Physical Education courses were judged unacceptable.

The remaining three criteria (Do the programs and materials convey that excellence in human endeavour may be found in different ways in all human groups? Do the programs and materials, by omission, fail to take advantage of content or techniques that could assist the teacher...? Do the programs and materials convey the nature and value of critical thinking...?) identified areas where curricula and documents could be strengthened. All programs and documents were rated acceptable on these criteria.

RESULTS OF THE AUDIT OF LEARNING RESOURCES

The results of the learning resources audit are reported separately for each branch. The reports appear here in abbreviated form. The original reports are included in the Appendices and lists of all resources audited were included in the Branch reports and are available from the Branch offices.

Curriculum Branch Learning Resources Audit Results

Table 4 summarizes the results of the Curriculum Branch audits on 2155 instructional materials. This compilation reveals that the vast majority were rated acceptable in terms of fostering tolerance and understanding of minority groups and individuals. When prescribed, recommended and supplementary resources are aggregated across all subjects, the findings are:

Acceptable	2016 or 94%
Problematic	116 or 5%
Unacceptable	23 or 1%

From a subject or discipline viewpoint, of the twelve distinct curriculum areas, six had four or fewer resources judged to be other than "acceptable". Predictably, courses the content of which focus on culture (language, literature, art, values) head the list in percentage of resources judged to be "unacceptable" or "problematic". The more technical, skill-oriented subjects present a much narrower scope for failure on the tolerance and understanding criteria.

Fine Arts --

In fine arts, there were 72 resources audited and only 42 percent were judged by the initial auditor as being acceptable in terms of tolerance and understanding. Thirty were judged to be problematic and 12 were considered to be unacceptable.

In the fine arts, i.e., mostly music, resources show intolerances to Canadian students in only two respects. Since most music books have been published in the United States, there is a strong racial bias in favour of Americans. These resources frequently attend to racial tolerance by including appropriate

Table 4

Curriculum Branch Resources Audit Results

Subject/Resource	Audit Category			
	Acceptable	Problematic	Unacceptable	Total
Fine Arts				
Prescribed	12	9	4	25
Recommended	18	21	8	47
Supplementary				
Total	30	30	12	72
Health				
Prescribed	11	1		12
Recommended	56	1	2	59
Supplementary				
Total	65	4	2	71
Language Arts				
Prescribed	188	13		201
Recommended	396	16	1	413
Supplementary				
Total	584	29	1	614
Mathematics				
Prescribed	50			50
Recommended	117			117
Supplementary	6			6
Total	173	nil	nil	173
Physical Education				
Prescribed	13	13*		26
Recommended	35	2	1	38
Supplementary				
Total	48	15	1	64
Industrial Education				
Prescribed	70	2		72
Recommended	49	1		50
Supplementary				
Total	119	3	nil	122

Table 4 (continued)

Subject/Resource	Audit Category			
	Acceptable	Problematic	Unacceptable	Total
Business Education				
Prescribed	50			50
Recommended	105			105
Supplementary				
Total	155	nil	nil	155
Home Economics				
Prescribed	9			9
Recommended	12	1		13
Supplementary				
Total	21	1	nil	22
Science				
Prescribed	162			162
Recommended	265			265
Supplementary				
Total	427	nil	nil	427
Computer Literacy				
Prescribed				
Recommended	14			14
Supplementary				
Total	14	nil	nil	14
Social Studies*				
Prescribed	82	7	3	92
Recommended	184	20	4	208
Supplementary**	28			28
Total	294	27	7	328
Social Sciences				
Prescribed	25	4		29
Recommended	19	3		22
Supplementary				
Total	44	7	nil	51

Table 4 (continued)

Subject/Resource	Audit Category			
	Acceptable	Problematic	Unacceptable	Total
Alberta Heritage Learning Resources Project***				
Prescribed				
Recommended				
Supplementary	42			42
Total	42	nil	nil	42
TOTALS	2016	116	23	2155

* The results of six audits are unclear because of lack of agreement between first and second audit. In each case, one of the auditors rated the resource as "acceptable". No evidence of an arbitration was found.

** Consists of two sets of materials carried out under Alberta Heritage Fund Learning Resources Project: Kanata Kits (16) and Books for Young Readers (12).

*** Consists of two series produced under the same project: Western Canada Literature for Youth and Alberta Literature for Senior Students and Adults.

racial minorities who live in the United States as well as music from other countries. In practically all books, the references to other countries exclude reference to Canada. Therefore, the initial auditor has judged these resources to be problematic or unacceptable because of these two characteristics. As well, pronoun references are overbalanced in favour of males and, in addition, there are some songs that are intolerant to females. In terms of religion, disability and age, there are very few references and these are essentially neutral or positive.

The curriculum audit has not introduced new areas of consideration in the evaluation of resources but it has increased the sensitivity in regard to any particular area or group. For example, when the three elementary music series were initially evaluated, piloted and approved, it was clear to the fine arts curriculum committee that they were strongly American. However, each series was, and is, a quality music series and there were no other reasonable alternatives but to approve these resources. Similar compromises still have to be made today in some subject areas.

Health --

The prescribed and recommended health resources recognize minorities and women in a relatively unbiased fashion. There seems to be an overt attempt to recognize these groups in all aspects of the content. A range of ages engaged in a variety of occupations and professions is represented. In general, care is taken to present age positively. Care is also taken to provide in the illustrations a broad mix of racial and ethnic types. However, the auditors were able to locate almost no instance where identifiable North American Natives were portrayed.

In the elementary prescribed and recommended materials, publishers have made significant efforts to represent women equitably with their male counterparts, and to visually depict females in active pursuits and in non-traditional as well as traditional occupations. Both males and females were shown engaged in active and passive activities without sex stereotyping. However, there was some tendency to over-represent males in traditional male occupations such as doctor and dentist.

Resources for young children should reflect, to some degree, relationships and settings that are familiar to them. Adults featured in these recommended resources tended to be persons of significance in a child's life - mother, father, grandparent, teacher, doctor, nurse, police officer and similar. For older

children (upper elementary), the spectrum tended to broaden.

Some of the perceived sexism in the materials may be attributed to the orientation of writing for young children using familiar persons and settings. In other cases, the sexism that was detected was blatant. Other incidences of sexism detected were some generic use of "his" and some awkward use of "his/her". There was some minor stereotyping of women's roles in both the elementary and in the high school (Personal Living Skills) materials.

The health program's values respect ethics but do not include overt reference to religion. There were few mentions of religion in the resources. No instances were found of religion or religious beliefs being treated with disrespect.

Physically disabled persons tend to be an invisible group in society and this invisibility is reflected in many learning resources selected to support the health curricula. No negative references to the functionally impaired were found in the elementary materials. References to this group at the high school level took the form of objectives and content pertaining to treating and interacting with this minority.

The six groups who are the primary focus of the criteria for tolerance and understanding, age, race/color, religion, sex and the physically disabled are generally treated with the tolerance and understanding appropriate to a program such as health which has as its primary goal the acquisition of knowledge and skills, attitudes and habits which contribute to physical, mental and social well-being.

Language Arts --

In language arts, there were 614 resources audited. The great majority (95 percent) of prescribed and recommended resources have been judged to be acceptable. Only five percent have been considered to be problematic and one resource is considered unacceptable based on the initial audit.

The majority of resources in language arts deal positively, or at least neutrally, with age, race and sex. Although there are numerous instances in books where pronominal references are over-balanced in favour of males, the sexual bias usually is limited to that and does not often show an inaccurate or intolerant view of women's roles. The religious and disabled minorities are seldom referred to in language arts resources.

The evaluation of learning resources in language arts prior to their approval consists of a number of steps which have the potential for detecting bias and stereotyping. When resources

are analyzed and evaluated by curriculum committees, they are examined for bias against age, sex, race, religion and other areas (which can include disability). Resources which are judged as fitting the curriculum are then piloted in selected classrooms for a full term (10 months in grades 1-9; one semester in grades 10-12). The piloting provides good opportunity to detect any lack of tolerance of minority groups. It is doubtful that any bias or intolerance of significance would get past the analysis, evaluation and piloting stages. Some examples of bias that get identified at these stages are considered within the context of the extent of bias, the quality of the resource, and the availability of other alternatives, in addition to all the other criteria that are used in judging resources.

The findings of the curriculum audit, in the great majority of cases, do not attest to the failure of previous methods of selection, at least in language arts. Rather, they suggest that the mesh of the screen has been made a little finer because of increased sensitivity and that the degree of bias that used to be acceptable is now less acceptable.

Mathematics --

The mathematics materials were rated as acceptable on all criteria. Due to the subject focus of the resources, it is noted that much of the content neither promotes nor hinders tolerance and understanding. There are minimal references to religion or the disabled. Many of the problems, examples and visuals involve mathematical calculations or examples with no reference to people. An effort is made through visuals and the use of a wide variety of names to provide an indication of the ethnic diversity of Canadians. Males and females, of varying ages, are involved in a variety of occupational and recreational activities. The junior high resources contain some examples of sex stereotyping and make fewer references to Canada's racial/ethnic diversity than the elementary and senior high materials. There is evidence to indicate that commercial publishers have been careful in their recent publications to portray balance and neutrality in their textual materials.

Minor shortcomings in mathematics learning resources include a lack of explicit references to the physically disabled and an occasional example of sex, age or racial stereotyping. There is general agreement by the reviewers that the subject focus of mathematics prevents the inclusion of a significant number of textual references that explicitly promote tolerance and understanding. Much of the content in this subject area was

rated neutral in terms of the audit criteria as the majority of the materials relate to mathematical skills and concepts. With the exception of the visuals and some word problems that include people, many of the resources develop the requisite mathematical skills through references to objects, animals and other non-human examples.

Individual differences in ability are addressed in most of the resources through the provision of problems/exercises of varying difficulty and/or through instructions to the teacher in support materials. Each of the curriculum documents and most of the learning resources contain explicit statements or exercises on problem solving (critical thinking) with specific reference to appropriate subject matter concepts, skills or activities (strategies) but not to issues of tolerance and understanding.

Physical Education --

In the resources there are almost no references to age, and no appropriate opportunities for age to be introduced beyond the obvious implication that there is an adult teacher and minor age students.

At the elementary level, with one exception, boys and girls are equally represented in illustrations throughout the texts. There is a tendency in some books to portray males in leadership positions rather than a male/female balance in all roles.

Two-thirds of the secondary physical education resources are sexist in some way. Sexism is perpetuated through language, cartoons and other visuals.

There are few references to race or colour. One song with racist lyrics has been removed from the recommended list. Most illustrations which are identifiable appear to be of Caucasians. Various cultures are recognized through the origin of certain sports and through dance.

The prescribed physical education teacher resources fail to provide activities for the physically disabled. No directions were found for adapting content and there were no special activities for students beyond those falling within the 'regular' range of abilities. The recommended resources do, however, address this group. A major resource contains adequate direction for teachers for mainstreaming physically and psychologically disabled youngsters in the physical education program. The functionally impaired are invisible in the secondary physical education resources.

Practical Arts - Industrial Education, Business Education, Home Economics --

Industrial Education

Basically, industrial education learning resources are impartial towards tolerance and understanding. The majority of the resources are strictly technical rather than value oriented. Therefore, the industrial education program and its learning resources do not deal to any extent with abstract ideals and concepts. The primary objective of the learning resources is instruction in technical skills in the manipulation of tools and materials to achieve a pre-determined end. Owing to this emphasis on technical skill development, the learning resources for the most part have little opportunity to nurture tolerance and understanding.

The resources can be divided up into three categories according to the degree to which they deal with tolerance. In the first category are strict reference resources containing technical data. The second category consists of resources that deal with little more than the mere recitation of facts regarding a trade. Resources like Advertising Graphics, Construction - Materials, Methods, Careers, and Horticulture for Profit and Pleasure may have brief accounts of historical developments or career information. These two categories have little or nothing explicit on tolerance and understanding.

The final category is composed of resources such as Basic Nursing Procedures and The Professional Cosmetologist which due to their subject matter have a greater opportunity to address directly tolerance and understanding concerns. Despite this, most of these resources are largely neutral. There are exceptions. Three resources Hair Structure and Chemistry Simplified, Supervision and Management of Quantity Food Preparation, and Textbook for Nursing Assistants, were considered to be "problematic" because of unfair generalizations and judgements in regard to sex, age, race and origin. On the other hand, another resource, On Death and Dying, presented a difficult topic in a most tolerant and understanding manner, admirably supporting the goals of the audit.

There was a problem of stereotyping with a number of the resources in their illustrations of people. Many of the resources made an effort to depict a cross-section of society in their content and pictures, but some of the resources tended to portray only white males. In most cases, this was not a serious problem, given the relatively small number of illustrations

involved in each case. However, such stereotyping should be reduced in future resources adopted by Alberta Education.

Business Education

The business education learning resources are essentially neutral with regard to tolerance and understanding. In this respect they are neither to be commended nor condemned. In most cases, the business education program is concerned with the development of business skills. Thus, the learning resources tend to concentrate at the level of the individual attainment of the skills and only briefly at the inter-personal and societal level. As tolerance and understanding basically exists only in those situations where people have to interrelate, there is little material in the learning resources that focuses on these situations.

The sole significant exception to this general absence of support or subversion of tolerance and understanding are the learning resources for law. In these learning resources, the student is exposed to conditions where judgements of others have to be made, critical thinking applied, and situations where tolerance and understanding are required. However, the student is always guided by the intention of the Canadian law system to be consistent, equitable, and impartial to all elements of society irrespective of age, sex, race or creed. On this basis, the law learning resources play a more direct role in fostering tolerance and understanding.

Despite the generally innocuous nature of the content in the business education learning resources, the problem in sex stereotyping occurs throughout these resources. All too often the forms of address, content and illustrations reflect a view that white males are the executives in the business world and women are their secretaries. While some of these statements might have represented the situation at the time of their writing, they are no longer true today. It is recommended that in the future greater care be taken to ensure that business education resources considered for listing be as free as possible of this form of prejudice.

In summation, because of their largely technical nature, the business education learning resources reviewed did not greatly assist in fostering tolerance and understanding but neither did they hinder this process. Aside from the law learning resources and the stereotypic presentation, the learning resources did not deal with tolerance and understanding to any degree.

Home Economics

In general, the home economics learning resources successfully meet the criteria for fostering tolerance and understanding, although there is room for improvement. Of the twenty-two texts audited, only one People, Food and Science, was rated "problematic". The texts reviewed can be divided into three categories, according to the degree to which they supported the values of tolerance and understanding. The largest category consists of books which contain little or nothing to offend and equally little to recommend. Owing to the limitations of their subject matter, books such as the Canadian Cookbook and Concepts in Clothing do not directly address tolerance.

The second category contains books that have material directly relating to and supporting tolerance and understanding. In this group, books such as Individuality in Clothing Selection and Food and People, not only are free of bias, but contain explicit positive statements on certain aspects of tolerance. These books nurture a positive self-image, convey the idea that excellence can be found in all groups, and foster critical thinking. The three junior high prescribed texts, This is the Life, Try This On For Size, and What's To Eat are especially good in this respect.

The final category consists of a single book, People, Food and Science. This book was audited twice and both reviewers found it to be "problematic", due to its use of sexist language, sex-role stereotyping, over-generalizations and simplistic handling of value-laden cultural concepts. It is suggested that this book be delisted as a recommended resource and that an updated edition, if available, be substituted.

The only serious deficiency in the learning resources is the lack of material on the physically disabled. While age, racial, religious and gender differences are adequately treated within the context of the subject matter, the functionally impaired do not receive a comparable treatment. Although none of the texts had any derogatory statements, few of the texts had any positive content relating to members of this group. This is a topic that could be dealt with well within the present program.

Science --

All of the resources audited were rated as acceptable. The resources tend to focus on the presentation of scientific information with few references to people or the issues of concern in the audit. Although some of the secondary resources

use the masculine gender to refer to all of humankind, most of the materials fairly portray males and females of various racial/ethnic groups engaged in a variety of activities. Controversial topics (e.g., evolution, contraception) are treated with sensitivity, but even the factual presentation of this information may cause concern in some Alberta communities. The exclusion of the physically disabled is the most obvious deficiency in the science resources.

There are minimal references to minority groups in most materials and only the graphics can be evaluated to detect bias. In the judgement of the reviewers, there are few references or visuals which could be considered demeaning to such groups. The program and resources provide opportunities for positive role models, both male and female, of various ages and racial/ethnic groups, but the functionally impaired are not adequately represented in the majority of the science materials.

Some teacher references and curriculum documents provide guidance in the handling of controversial issues such as evolution. Although some individuals or groups may object to the inclusion of human reproduction and contraception in the senior high resources, information is presented in a factual manner. The importance of developing process or critical thinking skills is stressed in most of the science materials. These skills could be used to promote tolerance and understanding of minority groups and individuals.

Computer Literacy --

All of the learning resources for elementary computer literacy are rated as acceptable. Visuals tend to portray both males and females of various racial origins in fair proportion. As the computer literacy unit is designed for elementary school students, the program and learning resources reflect this age group in both text and visuals. A limited number of positive references/visuals on adults and the elderly are present in the learning resources. There are few references, either positive or negative, to religion or the disabled. Two of the learning resources deal in a positive manner with the disabled.

Social Studies --

Social studies is the school subject in which students learn to explore and, where possible, to resolve social issues that are of public and personal concern. The social issues selected for study acknowledge that the world is neither "all good" nor "all

bad". The integration of history, geography, the social sciences and citizenship leads to a study of human experience that presents both the good and the bad of human endeavours. Social studies is thus a vehicle for learning about tolerance and understanding.

Resources selected for use in the social studies must be effective in presenting competing value positions. This is the nature of history and of human decision making. It is the nature of democracy to develop thinking citizens. It is this perspective of social issues which calls for learning resources that present competing viewpoints. These resources can be used to meet the objectives of the social studies program, but there must be a renewed effort to focus teachers' attention on the use of resources.

It is only those resources which present unnecessarily pejorative views that have no value in the social studies. Those resources which present sexual, racial, religious and other stereotyping and offer no redeeming competing values have no place in Alberta schools. This initial audit identified 27 resources as problematic. The initial audit will lead to a broader analysis of these resources and may lead to the resources being identified as no longer useful in teaching the social studies. Seven resources were judged unacceptable.

Social Sciences --

The social sciences options are intended to complement the Alberta social studies by encouraging increased understanding of "man and his world". Courses in this program are distinct from the social studies curriculum in that they focus on the structure, concepts and methodologies of specific social science disciplines rather than on social issues within a value-oriented interdisciplinary context.

The social sciences present the methodologies of a specific social science, i.e., history, psychology. They thus seek to identify the elements of a specific system and the set of scientific laws associated with the study of the specific system of a discipline. Each social science presents the body of knowledge and the method of inquiry associated with the discipline. The resources selected should thus present the methodologies of a specific discipline in studying the phenomena of tolerance and understanding.

The major criticism of the social science resources was that they were not current. There are also some instances of material presenting stereotyped views of sex, religion and race which are

no longer acceptable to the value-free study of a discipline. Seven resources were judged to be problematic.

The social science courses have not been reviewed recently. If these courses are retained after the Secondary Education Review Committee presents its recommendations, there must be a substantive review of both the courses and the resources.

Language Services Branch Learning Resources Audit Results

French Language Instruction Resources

In the area of learning resources, 89% were judged to be acceptable, 7% problematic while 4% were deemed to be unacceptable. (See Table 5.) Those resources falling under the unacceptable category have already been delisted. Predominance of antiquated sexual stereotypes and the presence of negative or inaccurate portrayals of certain ethnic groups were the main reasons underlying the unacceptability of these resources. The very frequent omission of disabled people in the learning resources was also of concern. Those resources found to be problematic will be reviewed by the learning resources ad hoc committees and the social studies ad hoc committees to identify the necessary courses of corrective action.

It must be noted that student learning resources that have appeared during the past few years exhibit to a high degree tolerance and understanding for individuals and groups of all kinds. Many of the resources used in French language instructional programs originate from the province of Quebec. It is therefore fortunate that the Quebec Department of Education has mapped out stringent guidelines that must be met before a resource receives authorization to be used in Quebec schools. Some of these guidelines address specifically those areas of concern upon which the curriculum audit focussed. Appendix G presents a detailed report on how and to what extent the resources met each characteristic for the six criteria.

As of March 31, 1984, a number of steps had been taken to act on results of the audit.

1. French Language Arts

- The elementary reading series Rémi et Aline is to be delisted.

- The plays Mes premiers pas sur le plateau and Un oeil dans les coulisses recommended for the Grade 7 French language arts program are to be delisted immediately.

Table 5
Summary of French Language Instruction Resources Audit

	Total no. audited	Acceptable	Problematic	Unacceptable
French Language Arts Resources	230	205	19	6
Social Studies Learning Resources	213	190	15	8
Health Learning Resources	7	2	2	3
Music Learning Resources	16	16		
TOTALS	476	423 (89%)	36 (7%)	17 (4%)

- The plays Chut! On joue la comédie and En scène...Rideau! recommended for the Grade 8 French language arts program are to be delisted immediately.

- The novel La photo mystérieuse prescribed for the grade 7 French language arts is to be delisted.

- The series Les aventures prescribed for the Grade 7 French language arts program is to be delisted.

-The novel L'aiguille creuse - Arsène Lupin prescribed for the Grade 9 French language arts program is to be delisted.

- The other resources judged to be problematic will be reviewed by the Learning Resources Ad Hoc Committees in order to determine the course of corrective action. The proposed course of action will be submitted to the French Language Education Coordinating Committee for approval.

2. Social Studies

- The texts A la maison and Celui du milieu recommended for the Grade 1 social studies program are to be delisted.

- The filmstrip L'expansion du Canada recommended for the Grade 5 social studies program is to be delisted.

- The following resources prescribed for the Grade 5 social studies program are to be delisted: La colonisation de l'Ouest, La vie en Nouvelle-France, La conquête de L'Ouest, La construction du chemin de fer.

- The text Vivre en Afrique prescribed for the Grade 8 social studies program is to be delisted.

- The text Peuples en péril recommended for the Grade 7 social studies program is to be delisted.

- The text Aspects du passé franco-albertain recommended for the Grade 7 social studies program is to be delisted.

- The text Le monde contemporain recommended for the Grade 12 social studies program is to be delisted.

3. Health

- The following textbooks prescribed for the elementary health program are to be delisted: Ton livre de santé, Une bonne journée, Au grand air and Vous grandissez.

4. Music

- The elementary program and curriculum guide now being developed will make explicit reference to those songs from Un chemin pédagogique en passant par la chanson that should not be

taught because they do not promote tolerance and understanding.

Ukrainian Language Instruction Resources Audit

Of the 137 resources audited, 109 were rated acceptable, 20 problematic, and 8 unacceptable. (See Table 6.)

Table 6
Summary of Ukrainian Language Instruction Resources Audit

Resources	Acceptable	Problematic	Unacceptable
Prescribed	1	1	0
Recommended	18	10	6
Supplementary	90	9	2

Learning resources were deemed most problematic of all documents reviewed in terms of the audit. The limitations of the resources, however, were clearly recognized when they were identified by the Language Services Branch. In presenting them to the Ukrainian Language Education Curriculum Coordinating Committee, the Learning Resources Officer clearly delineated the limitations of these materials. They were, however, identified for use in the Program because of a lack of alternatives and will have to be used until alternate materials are developed. Even in the case of the unacceptable materials, however, examples of the intentional fostering of intolerance are absent. Rather, the unacceptable or problematic materials tend to be "insensitive" to social issues which are currently emerging. Once again, this is a function of their datedness and "alien-ness". Specific concerns included sexual stereotyping, cultural exclusivity, over-emphasis on the "standard" nuclear family and lack of reference to people who are handicapped.

Second Language Resources Audit

In general, resources are sociocentric in that the middle-class predominates to the exclusion of the working class. This

problem can be redressed by increasing teacher awareness and sensitivity regarding this omission and having them make the necessary adjustment.

A number of problems were detected in the resources. In the case of materials produced in the United States, an American perspective (values, ideology) predominated. This was particularly the case for Italian, Latin and Spanish materials. This American perspective holds the American norm as superior to any other norm in areas of culture, the economy, the political system, and social structure. It cannot but reflect negatively upon cultures other than American.

Another problem which may have serious repercussions in the educative process is the absence of Canadian content in the materials. Without the depiction of cultural groups within a Canadian environment, students are less able to identify with that culture and develop a positive self-image as a member of that cultural group. Essentially, they are unable to study about themselves or their fellow citizens.

Another major problem is that many of the materials are not produced or written by the group whose language and culture is being studied. What is presented is not necessarily how these groups view or perceive themselves. In these materials, the interpretation of certain cultural groups is not necessarily the interpretation the groups give of themselves. Ultimately, this undermines the development of bonds which link groups together into a cohesive social unit.

French as a Second Language Resources --

Generally, the resources were found to be acceptable providing that adequate inservice and support documents are available to assist teachers with the requirements of Alberta curricula.

Where the program documents focus primarily on the French-Canadian culture and how it differs from English-Canadian culture, the resources expand the reference base to include other groups with the exception of the disabled. There is a considerable amount of material that deals with various peoples and cultures in different countries thereby off-setting potential ethnocentrism.

Specifically, the resources in dealing with the various social groups defined by age, sex and race/colour/ethnicity depict them in a positive way, thus avoiding unfair judgements. Although male and female stereotyping occurs, this is offset by

presenting both sexes in non-traditional roles. It is possible to form a positive self-image in terms of one's sex, age, ethnicity, etc. Although generalizations are made, none promote unfair or inaccurate judgements of groups or individuals. The exception to this was found in certain references to older people who were seen as being not as useful to society as younger people. Similarly, occasionally non-whites are stereotyped. The criterion most inadequately met has to do with omission. Both the disabled, non-whites and old people viewed in a highly positive way are omitted. Perhaps more serious is the fact that only middle-class with its inherent lifestyle and value system is presented. The predominance of the middle-class is characteristic of all the resources in varying degrees. The resources contain content which is appropriate for the application of critical thinking skills.

All materials were found to be acceptable with the exception of Passeport français/En route. Throughout this resource, almost all groups are stereotypes (age, sex, ethnicity/race/colour, disabled) and often ridiculed. Although there is no attempt to portray these groups fairly, there is no intent on the part of the materials to denigrate them either. The negative depictions occur by and large in the illustrations only. These illustrations are basically cartoons in which overstatement, stereotyping and caricature are de rigueur. The resource is basically sound pedagogically and methodologically, and for this reason, caution is recommended before delisting. Two additional audits were performed and the results were found to be consistent with one another.

Ukrainian as a Second Language Resources --

All the criteria are satisfied with content that is explicit or implicit in its references to various social groups. There are a number of exceptions. The resources are sociocentric, favouring the middle-class over the other classes. There is a tendency to depict young people often to the exclusion of elderly people. There are regional imbalances as well: urban lifestyles predominate over rural lifestyles. Male and female activities and roles are frequently stereotyped. These shortcomings and omissions, however, are not regarded as serious deterrents to the development of tolerance and understanding. Because of the limited resources available for the teaching of Ukrainian as a second language, it is difficult to avoid the inadequacies referred to. Faults in the resource materials can be compensated in several ways including cautionary notes, inservices, teacher guides and revision of material where possible.

German as a Second Language Resources --

A new program is under development to replace the 1974 program. Two new text series have been prescribed to replace the older series. Both old and new resources were all considered acceptable within the terms as defined by the criteria. All of the older textbooks prescribed and recommended for the 1974 German program will be delisted as the program is phased out.

The newly identified resource (Vorwarts K1-3) contains a few instances of females stereotyped in certain roles.

In the new resources the materials make a concerted effort to present several models or types of social units and individuals. A representative cross-section of German society is presented where appropriate. The materials possess an element of authenticity and stress the realism in the life of Germans and other cultural groups. If one group predominates, it is the middle-class.

Tolerance and understanding is not addressed directly in any of the learning resources. It is assumed that if one presents current and realistic examples of German everyday life, attitudes of tolerance and understanding will be a by-product. Also, in the new resources, if there is a concerted effort to present cultural variation, it is expected that students through study and comparative analyses will acquire tolerance and understanding.

The supplementary materials were found to be acceptable within the terms of the criteria set for the curriculum audit. The material in certain instances (for example, Vier Lander-eine Sprade 1-4) is outdated and the generalizations inaccurate. These were not found to be of significant consequence in terms of tolerance and understanding. Stories that focus on youth do generalize but not at the expense of that group. There is some female stereotyping.

Latin as a Second Language Resources --

The Latin Program was revised in 1984. The learning resource selected for possible prescription, Our Latin Heritage, contains writings of ancient Roman civilization which place men in a more prominent position than women in both socio-political life as well as in Roman mythology. Taken literally, this may promote unfair judgements, particularly with groups of people omitted, such as women and children. Females would find it difficult to identify because of the lack of female role models.

Classical Roman literature exalts Romans depicting them as superior to other peoples. These characteristics of the material in the resource, which may result in unfair judgements and inaccurate generalizations about groups can be compensated through the use of supplementary material and/or teacher instruction.

Spanish as a Second Language Resources --

The resources Ambientes hispanicos and Espanol descubrirlo/Espanol a senlirlo meet the criteria of tolerance and understanding well, except that the Spanish-Canadian world is not represented. Usted y yo/Nuestro mundo has a number of more serious problems. As an American publication, it presents an American view of the Hispanic world in which those societies are depicted as inferior (unindustrialized, dominated by males, backward, poverty stricken, etc.), and less developed than American society. This perspective would be particularly offensive to Hispanic peoples anywhere.

Italian as a Second Language Resources --

The resources for this pilot program were found acceptable in terms of the criteria set. The exception was Panorama Italiano. In this resource, the biases are too severe for rectifying by additional resources or teacher inservice. In general, the resources lack the necessary Canadian content for role identification and nurturance of a positive self-image as an Italian-Canadian. They carry a very definite American perspective on the world. This bias is foreign to Italians in Canada and unfair to Italians generally.

English as a Second Language Resources --

In the case of the 19 teacher resources, none was found to be problematic or unacceptable. The emphasis is on the development of critical thinking skills and certain strategies that employ language in a meaningful way. Similarly, the 38 elementary learning resources were all found to be acceptable. In these resources, the English as a second language student is viewed as important and as one who has a significant contribution to make to the multicultural society. The resources nurture a positive self-image in all students and develop critical thinking skills in a meaningful way. There are no unfair generalizations towards any group of students.

Of the 65 junior high resources, four were found to be

problematic and one unacceptable. In the case of the unacceptable text, the text was developed for a British student population and is inappropriate for the various non-English-speaking ethnic groups found in Alberta. The text was rejected. In the case of the four problematic resources, cautionary notes to the teacher regarding their use would alleviate any negative effects these texts may have in developing attitudes of intolerance.

Of the 83 senior high resources, one, Modern Short Stories in English, was found to be unacceptable for reasons outside the audit criteria.

Special Educational Services Learning Resources Audit Results

Although special education learning resources are substantially references for teachers there is also a considerable range of print and non-print resources to be used by teachers in working with students as, for example, check lists, flash cards, and certain portions of multimedia packages or kits as well as other resources intended for direct use by students.

Of the 381 resources audited, 372 were rated acceptable, 8 were rated problematic and 1 was rated unacceptable. (See Table 7). Concerns were reported in relation to two of the criteria. In terms of Criterion 3 (contains generalizations...that promote unfair or inaccurate judgements of individuals or groups) four resources were considered problematic. One resource was listed as problematic in this area because of terminology related to disabled children although the same terminology might be well accepted in Britain. Two resources were deemed to be problematic because, among other problems, they were regarded as being too male oriented while a third was considered to be problematic because of sex stereotyping. Where there were doubts, these were generally related to sex stereotyping. However, the majority of the resources examined in the light of this criterion were deemed to be acceptable.

The following point was made regarding Criterion 5 (Do materials fail by omission to take advantage of content or techniques that could assist the teacher in dealing positively with tolerance and understanding?). Illustrations of children with disabilities, aids or appliances and children with glasses were rarely portrayed in ordinary situations, with their family or included in other groups, although these children are depicted in illustrations in articles dealing with handling techniques or proper use of aids and appliances.

Table 7

Special Education Learning Resources Audit Results

Sections	Acceptable	Problematic	Unacceptable	Comments
Living/Vocational Skills	187	7	0	Four guides[2]
Dependent Handicapped	36	0	0	
Hearing Impaired	20	0	0	
Visually Impaired	12	0	0	
EMH/TMH[1]	117	1	1	
TOTALS	372 (97.6%)	8 (2.1%)	1 (.3%)	381

[1] Educable Mentally Handicapped (EMH) and Trainable Mentally Handicapped (TMH)

[2] Living/Vocational Skills resources were reviewed together for HI, VI, EMH and TMH.

"Everybody Counts" and the "P.A.T.H. kit" listed among special education learning resources are excellent materials for developing simulation of disability inservice sessions for adults and children. Where there have been omissions these two resources would certainly help to overcome this and to promote greater understanding of the disabled.

Each of the Equal Rights categories was reported on separately. In terms of age, the majority of the references for teachers and the learning resources for children were too narrowly focused or too specific in relation to topic or their primary intent to allow for a meaningful application of the category. However, certain of the resources dealt well with this aspect showing a respect for all ages from the very young to the elderly and including the elderly in content and illustration as worthy and interesting people involved in a variety of family, work and leisure activities.

One reference book for teaching the hearing impaired was found that used an example discriminatory in terms of race. The book is considered to be a valuable resource in that it is well based in learning theory and it provides simulated experience for teachers. In the course of using seven spontaneous conversations or pronouncements of children as a basis for improving teacher understanding and competence in language development, an example of an utterance is included that is discriminatory in terms of race/colour. A decision has yet to be taken on whether to delist the book and lose an otherwise valuable resource or point out this problem to readers as something that could as easily happen within their own classroom as children converse and to treat this issue, which is for reading by adults only, as an opportunity to gain more insight about children and how similar utterances might be treated. This would perhaps lead to deliberate work in the area of tolerance which would be beneficial to all members of the class.

Some of the older references, a few of them published in the 1960's and drawing from the data of earlier periods before the rise in concern for human rights, were sometimes seen by reviewers as being in a "grey area" mainly because of "the awkward use of pronoun" problem or less frequently as a result of a more serious tendency toward sex stereotyping through content and/or illustrations providing either a predominantly male orientation or by implying that certain occupations, for example, were male preserves. Many more of the resources surveyed were considered to be quite acceptable, with the occasional one marred by the awkward use of pronoun somewhat

moderated, in some of the cases by a notation indicating that this was a considered decision to facilitate the writing.

The other area of concern mentioned was that of "labelling." In writing, the use of the adjective before the noun "child" as in "deaf child" tends to focus attention on the deficiency rather than on the child. The word group may also be misleading as in "blind child" since most of the children who are eligible for registration as blind are not totally without sight. A clearer expression in this case would refer to functioning, such as "a child who uses braille."

Early Childhood Services Learning Resources Audit Results

Of the following recommended print resources that were reviewed by Early Childhood Services, three were rated acceptable and one, problematic.

The handbook Focus on Childhood met all of the major criteria. It encourages fair judgements of children at different ages and encourages an appreciation for the uniqueness of all children. Practical suggestions are provided throughout for enhancing the self-concept by supporting and encouraging the child to experience success. The importance of adult models in helping the child to gain a concept of right and wrong is emphasized. Ways of encouraging a child to respect and interact positively with others are presented.

On the negative side, the exclusive use of male pronouns leads the reader to assume that greater value is placed on the male child. This is especially true when physical development is discussed (p. 16) where it leads to a stereotype of boys as being more physically active than girls. Photographs, however do show a balance of male and female subjects.

The handbook Exploring Language Together avoids unfair judgements of children by encouraging parents to respect and accept the varying rates of development, especially language development, in children. Ways of enhancing a child's self-concept are presented and each child is respected as an individual with unique feelings. By encouraging adults to respect the child's individuality, the child, by implication, is expected to appreciate others. The target audience is parents of children 0-3.

As in the previous document, the heavy use of sexist language is a problem. Masculine pronouns are used extensively to refer not only to children but also to adults. In this handbook, however, there are no photographs to redeem the situation by showing a balance of males and females. The

handbook received a problematic rating.

Parent Involvement - An Opportunity For You presents a positive view of parents as thinking individuals who have the "right to know what their child is learning." Parent-school communication is encouraged thus contributing to greater understanding and respect of others, including children with special needs. The goals of Alberta Education (ECS) are presented and include development of positive relationships with others, contributing to a positive self-concept in young children, and encouraging creative thought. No negative comments were made about this handbook.

Only Criteria Two and Six seem to apply to the brief booklet Helping Children Learn Through Field Experiences. By encouraging children to explore the world for themselves, both self-image and critical thinking are enhanced. The experiences which are illustrated are such that they could be enjoyed by parents and children from various social, economic and cultural backgrounds.

Two recommended videotape series were audited. The eight-part Dimensions of Child Development was found to meet the major criteria for fostering tolerance and understanding. The programs were considered excellent for nurturing a positive self-image and for respecting individuality and differences among children. Their only flaw is the occasional use of sexist language and the failure to show disabled children in an integrated setting with "normal" children.

Children with Special Needs received an unacceptable rating for reasons outside the audit criteria.

The supplementary Harriet's Magic Hats Series was rated acceptable. This series consists of 26 programs (14 mins. 30 sec.) designed for children 5-8 years old to help them become more aware and accepting of people in the community especially those in non-traditional roles.

The external reviewer found this series to be excellent both technically and conceptually. It does contribute to children's knowledge and understanding of the roles played by various people in the community. Both sexes and a range of ages and racial backgrounds are depicted throughout the series. Both women and men are shown in a number of non-traditional roles (dentist, sheep farmer, market gardener, veterinarian, carpenter, porter). Because of this, the series satisfied Criteria One and Three. No negative instances were found in relation to any of the major criteria.

Correspondence School Learning Resources Audit Results

Elementary --

All elementary courses were determined to be acceptable.

In the language arts courses the approach is one of tolerance and encouragement of different points of view. Male/female roles tend to be traditional ones. Language exercises are well mixed as to gender.

Generally the social studies courses are open, accepting and with much flexibility. The Grades 1 and 2 courses help to develop positive attitudes about self, family and other family groups.

Mathematics is not really conducive to the teaching of many of the principles of tolerance and understanding except through the use of examples in problem solving.

The science courses allow for differences of opinion and freedom of thought. The Health units in the science courses encourage a positive self-image and varied approaches to individual differences. Some decision-making activities are provided in upper elementary courses.

The following minor exceptions have been identified in the elementary courses:

a. Male dominant pronouns are used throughout the courses - understanding that these refer to both sexes.

b. A predominance of male roles is presented, and as a result does not allow or reflect the importance of the female role in Canada's early history nor in the changing roles of sexes in modern society. Some stereotyping in terms of occupations as being male or female-dominated is present in the courses.

c. There is an oversight in the Grade 1 social studies course in which the concept of the family unit, i.e. the father, mother, boy, girl, is not included in the presentation of the various other acceptable family units.

Junior High School --

The audit found that all courses were within the accepted standards, and were not in need of immediate revision. The minor problems were identified, and in the process of being corrected as each course is reprinted. All corrections will be achieved by the end of 1984.

One concern is that too many references are made to names of Anglo-Saxon origin in the examples of mathematics problems.

Another concern is an implication that the native Indian population may be content to live on reservations put aside for this purpose.

These will be corrected in the next printing which will occur before the end of 1984.

Senior High School --

A main difficulty with approximately half the English courses is the too frequent use of the masculine pronoun. A greater variety in personal names would give a wider appeal to the courses. The modern language courses have a genuine value in presenting cultural and racial values as they really are. Some effort is made to ensure that the students of correspondence courses in French, German or Spanish are presented not only with a true picture of some distant country but also with an appreciation of their neighbors in Alberta who are proud of this same ethnic background. A text which deals with the transitions of cultures from the "Old Country" to the "New World" is particularly informative and promotes understanding. The teaching approaches used in the modern language courses assist in promoting understanding by presenting concepts and vocabulary dealing with various groups and individuals in different settings.

There were no major concerns in any of the second language courses especially in respect to age, race, religion, sex and disabilitys. There were a few minor problems which were mainly associated with sentence structure; for example, the use of "he" to refer to both sexes.

There were no major concerns about any of the mathematics resources with respect to age, race, religion, sex or disability. There are however, certain areas in the program where there is a male dominance in the included examples and problem solutions. There also seems to be a slight frequency of sex stereotyping where males and females are given traditional roles in the problem exercises.

An audit of the chemistry, biology, physics and other science courses indicated they were all generally acceptable. The physics courses, in particular, were written largely from a technical viewpoint. With reference to scientists from various racial groups who have contributed significantly to the scientific enterprise, full credit is given. Adjectives are used throughout the literature but there is nothing derogatory in a racial, chronological, religious, sexual or disabled sense.

In the biology and chemistry courses, room for personal opinions is limited due to the nature of the curricula and subject matter. Scientific facts in the form of concepts, processes and skills are presented reflecting examples of excellence throughout.

There were no major concerns regarding Social Studies or Social Sciences courses except that Social Studies 20 does not treat "tolerance and understanding" explicitly as they were not presented as curriculum objectives when the course was prepared. However, in the process of providing objective knowledge about history and about Third World problems, it was hoped that critical thinking would be evoked. Other courses that did not explicitly deal with these concepts were World Geography 30, Local and Canadian Geography 20, Economics for Consumers 20, Macroeconomics 30 and Western Canadian History 20.

Practical and Fine Arts, Business Education and Health Courses --

There were no major concerns except for the following issues raised regarding Modern Living 20, Food Science 10 and 20, Clothing and Textiles 10 and 20 and Art 10, 20 and 30.

The Modern Living 20 lessons are probably "women" oriented. Topics such as: "Should Housewives be Paid?" and "Must every woman have children" are discussed. Many of the questions relate to women. However, the questions are framed to elicit opinions and students are graded solely on their presentations.

It is assumed in Food Science 10 and 20 that in most cases the female is the homemaker. Further, by the equipment needed and the foods prepared, the two courses are aimed at the middle class Western Society, and to students, not adults. However, there are excellent examples where students are exposed to foods and food-habits of other races and/or religions.

Clothing and Textiles 10 and 20 fail to meet the needs of male students in doing pattern alterations by having all templates for a female figure. All sewing samples needing a bodice are for a female figure. History of clothing (Lesson 15 - Clothing and Textiles 10) is limited to the study of women's fashions. Hairstyles (Lesson 18 - Clothing and Textiles 10) deals with hairstyles for women only.

In Art 10 and 20 visual material and reference are almost wholly from "Western" civilization and nature. An illustration for a poster sketch in Art 30 shows a woman being stabbed. There is a reference to the Inuit as Eskimos.

The Vocational Education and Business Education courses would benefit from having examples added with equal references to

both sexes.

Summary --

The courses offered at the Alberta Correspondence School, in the main, were judged to meet the established criteria for tolerance and understanding. Minor exceptions will be dealt with as the courses are revised.

Reference was not made to omission of representative references to people who are disabled in Correspondence School materials. There are however few illustrations in the materials themselves. Those supporting texts that have been authorized specifically for use in Alberta Correspondence School courses are currently being audited.

Summary

Over 90 percent of the approximately 3600 resources reviewed were judged acceptable. Exact numbers are misleading. What constituted one resource unit varied from a booklet to a book to a correspondence course. Measures to establish reliability varied both among branches and among working units within branches.

All prescribed and recommended resources and a sampling of supplementary resources were reviewed. Problematic and unacceptable resources were found in all three categories. All branches found some of their resources to be problematic and some to be unacceptable except for the Correspondence School.

The Language Services Branch and Special Educational Services were both very critical of their learning resources in the Equal Rights area most closely associated with them, i.e. ethnicity for the Language Services Branch and the disabled for Special Educational Services.

In the reports on music resources and Ukrainian Language Instruction resources the point was made that the resources had been known to have limitations in the Equal Rights areas at the time of adoption. However, no better resources were available to choose from.

The most commonly reported infraction of Equal Rights was in the use of male pronouns and male collective nouns to represent both sexes. The most serious omission was the lack of recognition of people with disabilities. Very few examples of age discrimination were found and none were reported for religion. Some instances of negative representations of ethnic groups were reported in isolated resources.

CONCLUSIONS AND RECOMMENDATIONS

Included in this chapter are the general conclusions and recommendations from the Curriculum Audit. Recommendations specific to one branch only do not appear here but are included in the branch reports in the Appendices.

Conclusion 1

The review of all Alberta Education curriculum documents and support materials, prescribed learning resources, recommended learning resources, and some supplementary resources resulted in acceptable ratings for over 90 percent according to the Criteria for Tolerance and Understanding. The concerns for discrimination on the basis of age, culture/religion/ethnicity, disability and sex are more prominent in 1984 than at the time many of these documents and resources were written and approved for use, and the findings reflect this point.

Conclusion 2

Some difficulties were encountered in using the tolerance criteria and the audit process was interpreted and carried out with a certain amount of rater variation. A few auditors added criteria unrelated to the study focus and rated resources down accordingly. There was difficulty in quantifying how much discrimination amounted to a problematic or an unacceptable rating. A question was raised as to how unbiased one can expect historical texts to be, given the different cultural values at the time initial records were written.

Recommendation 1: Revision of Criteria and Audit Process

The Program Development Division should review and refine the audit process and integrate the tolerance criteria and equal rights into one checklist. Subsequently the process should be incorporated in the curriculum branches' resource selection procedures for reviewing learning resources.

Recommendation 2: Audit Verification

The revised audit process and checklist should be used in a re-audit of all resources originally rated problematic or unacceptable. Minority group representatives should be consulted according to the problem areas in question.

Conclusion 3

Follow-up action is needed in all cases where problems regarding discrimination were found. It would be possible to over-react at this point and remove books from use that have exceptional literary merit or historic importance because of minor objectionable passages. However these issues should already have been addressed in defining the problematic and unacceptable categories. Questions of whether there are viable alternatives to such books in print and the cost of replacements in the schools are practical matters of concern. The Language Services Branch progressed the furthest ir addressing such problems and taking action to remove objectionable materials from use.

Recommendation 3: Unacceptable Material

Unacceptable commercial resources should be delisted and replacements sought. (Formulating a delisting policy is a prerequisite.) Unacceptable Department documents should be revised.

Recommendation 4: Problematic Commercial Material

Alert notices should be attached to all current stock and materials in schools containing problematic sections.

Recommendation 5: Problematic Curriculum Documents

Problematic curriculum documents should be corrected by interim measures until the complete revised document is reprinted.

Recommendation 6: Acceptable Documents with Minor Problems

Acceptable curriculum documents that were flagged as containing minor problems should have revisionary supplements appended until the complete revised document is reprinted.

Conclusion 4

Teachers need to become as sensitive to tolerance issues as those who conducted the audit. They need specific assistance in using resources rated as problematic. They also need suggestions for addressing problems of intolerance in day-to-day school activities that go beyond the use of print materials.

Recommendation 7: **Tolerance Monograph and Inservice for Teachers**

Alberta Education should prepare and distribute a monograph to assist teachers in nurturing tolerance and understanding in schools. The guide should address both in- and out-of-class situations with concrete examples of problems and alternative solutions. The guide might include but should go beyond subject-grade specificity. The Department should make In-service with teachers in the area of tolerance and understanding a priority. As well as specific In-service, opportunities should be taken to underline the content of the monograph at other in-service meetings.

Recommendation 8: **Teacher Use of Problematic Resources**

Information should be provided to teachers for the use of problematic resources. The information should identify portions of materials to be avoided or provide alternate points of view to be presented if problem areas are to be included in lessons.

Conclusion 5

The concern uncovered by the audit process that was judged to be most serious was the lack of representation of people with disabilities in resource materials or provision for their needs via curriculum adaptations.

Recommendation 9: **Curriculum Monograph and Teacher Inservice for the Physically Disabled**

Alberta Education should develop a monograph for modifying the curriculum for physically disabled students who are taking regular programs. The monograph should also include sensitization programs for non-disabled students. The Department should make In-service with teachers based on the contents of the monograph a priority.

Conclusion 6

Department officials and curriculum committees have a key role to play in following up on the findings of the audit review and in a gatekeeper capacity for tolerance concerns in future curriculum decisions.

Recommendation 10: Curriculum Committees

Curriculum committees should be made aware of the findings of the curriculum review and encouraged to support the tolerance criteria in current and future curriculum development and learning resource selection procedures.

Conclusion 7

Publishing companies will be affected by the audit results both in terms of books in use in Alberta schools and in terms of books under revision and books in progress.

Recommendation 11: Publishers Meeting

Alberta Education should convene a meeting of educational publishers to acquaint them with the results of the curriculum review.

Conclusion 8

Official Department policy statements do not include specific reference to tolerance and understanding.

Recommendation 12: Document Revisions to Include Criteria

The Goals of Education and Schooling, Developing Desirable Personal Characteristics, Guidelines for Curriculum Development, and Selection of Learning Resources statements need to be revised to include specific references to the fostering of tolerance and understanding.

Conclusion 9

There is some confusion about the extent to which the Department controls the books used in Alberta schools. Prescribed books are not mandatory since local school boards can approve substitutes.

Recommendation 13: **Review of Resource Categories**

The present set of categories used by Alberta Education in "approving" learning resources should be re-examined. Either the names of the categories should be changed or the descriptions changed or both.

Recommendation 14: **Mandatory Resources**

Alberta Education should re-consider the question of whether the use of exemplary learning resources in certain subjects should be mandatory.

Conclusion 10

An action plan is needed for following up the conclusions and recommendations. The concern for the costs to schools in removing unacceptable resources from use should not take precedence over the purpose of the curriculum review in setting the timetable.

Recommendation 15: **Follow-up to Recommendations**

Education officials should develop an action plan for implementing the recommendations .